DOCUMENT RESUME

ED 123 603 CS 002 689

AUTHOR Briley, Paula
TITLE Planning and Implementing Learning Skills Centers in the State of Kansas.
PUB DATE May 76
NOTE 37p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 10-14, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Basic Skills; *Communication Skills; Content Reading; Educational Facilities; *Facility Planning; *Learning Laboratories; Mathematics; Post Secondary Education; Remedial Reading; *Skill Centers
IDENTIFIERS *Kansas

ABSTRACT

The discussion in this paper involves a description of the physical aspects of eight basic skills centers located in area vocational-technical schools across Kansas. These centers are evaluated according to student progress in relation to objectives set by the state in reading, mathematics, technical writing, and oral and written communications. The reading specialists in the centers are important for helping remedial students learn to read materials in their technical areas. Answers to questionnaires provided the information in this study concerning materials and equipment, physical plants, location of center, instructional procedures (basal, individualized, language experience, related skill approach, tutorial, and lecture), scheduling, and testing. Included in the paper are diagrams of centers, lists of equipment and teaching materials, and a proposed evaluation sheet of existing communication skills. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED123603

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Paula Briley
Kansas Council of Local
Administrators of Vocational
Education and Practical Arts
International Reading Association
225 Parmenter
Columbus, Kansas 66725

Planning and Implementing Learning Skills Centers in the State of Kansas

by

Paula Briley

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Paula Briley

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CS 002 689

INDEX

		Page
I.	Learning Skills Centers in the State of Kansas.....	1
II.	List of Contributors.....	10
III.	Sample of Evaluation Instrument.....	11
IV.	Drawing of Physical Plants.....	13
V.	Equipment Inventories.....	21
IV.	List of Various Vocational Programs Taught in State...	29

Planning and Implementing

Learning Skills Centers in the State of Kansas

Paula Briley

Southeast Kansas Area Vocational-Technical School

The problem was to describe the physical aspects of a typical basic skills center located in a vocational-technical school in the state of Kansas. This study will encompass the eight basic skills centers located in the area vocational-technical schools across the state.

The reason for submitting this paper for consideration for presentation to the International Reading Association is that these programs focus their main thrust on the remediation of reading problems on the secondary level. The physical structure and inventories represented here reflect approximately 250 thousand dollars in federal investment, and at least three years input by administrators, instructors, and aides. The inventories listed could provide valuable information in the selection of materials for remediation of the secondary level. Much time and effort has been done in the selection of site and inventories to support the philosophy that individualized instruction works best for students with reading problems.

These basic skills centers are funded on a yearly basis through the State Department of Vocational Education. They are evaluated according to the progress made by their students. The objectives set by the state are: (a) Seventy-five percent of students enrolled in the class should gain

two grade levels in reading a year. (b) A student will solve mathematical problems pertinent to his vocational field. (c) He will read and understand resource materials in his vocational field. (d) He will write clearly and concisely materials necessary for success in his vocational field, i.e., reports, forms, charts, etc. (e) He will accept the responsibility for his actions in both spoken and written communications. (f) He will listen and comprehend oral communications in his vocational field.

The design of these basic skills centers reflects a real need for the development of reading materials suitable for remediation of students interested in highly technical skills. This problem provides the reading specialist infinite challenges with regard to matching a student's diagnosis to prescriptive materials needed in remediation.

Oftentimes, after the student has been identified in the content area as having learning problems, he is sent to the skills center to read a technical passage written far above his instructional level. This is when the reading specialist must draw upon a multitude of ideas coupled with a suitable learning format to enable this student to succeed. The media purchased by the state for these skills centers go hand-in-hand with the technical training that a student receives in his content area. The audio visuals, coupled with the reading specialist's plythoria of ideas in teaching basic word attack skills, study skills, and classroom survival tactics, make these basic skills centers a challenge to work in and a viable educational force.

This study was conducted over a four month period. At the beginning of the Spring semester, 1975 school year, a questionnaire was developed and mailed to the eight on-going learning skills centers located at Atchison, Coffeyville, Columbus, Dodge City, Emporia, Goodland, Liberal, and Manhattan, Kansas. (see appendix A) Their response was excellent. One instructor went so far as to make the completion of the questionnaire a learning situation for one of her drafting students. Through written communications the student completed a blueprint design of the instructor's learning skills center after only one visitation to the skills center. This is an example of the resourcefulness of these reading instructors and their response to this unusually demanding job.

In purchasing equipment for these skills centers each coordinator asks themselves the following questions. Number one, how adaptable is this material to things taught at my school? (Vocational programs offered at these schools vary across the state.) Number two, how will the student learn using this material (auditory, visual discrimination, tactile, oral interaction, or any combination of these)? Number three, can this material be used to develop more instructional media and four, how many students can use this an hour, a day, or a week?

The actual physical plants for each skills center vary greatly depending upon the size of enrollment. Also some of the skills centers are isolated from the parent structures. In selecting sites for future skills centers, it is believed

they can be most successful if situated within the regular confines of the existing school. This alleviates any stigma being attached to a student for being sent for help on assignments given in the vocational classroom. (see appendix B for drawings)

All of the new vocational schools being built in the state of Oklahoma have learning skills centers situated in the center of the school. Undoubtedly the uniqueness and the variety of training offered there have impressed administrators in declaring their necessity for the future education of vocational-technical students.

In analyzing the contents of the physical plants, one finds that most are air-conditioned and have adequate lighting. Two of the skills centers, (one at Columbus, the other at Dodge City) have no outside windows. Asked if this factor bothered the students, both instructors agreed that the students adapted easily to the situation, that in fact, the lack of outside distractions seemed to enhance the learning environment. The instructors did indicate a problem with themselves in adjusting to six hours of enclosed surroundings. But after a few months, they barely seemed to notice it.

Five of the learning skills centers have carpeting and feel it is justified by the sound reduction qualities. Three centers did not put in carpet because of the newness of their structures and the noise reduction materials already incorporated into the ceilings and walls. The last one did not because of the isolation of the room from interfering noise and the obsolescence of the structure. (They hope to have

new buildings there soon).

All of the centers have storage facilities in the form of metal cabinets that lock and shelving for items that need less control.

The materials and equipment list is located in appendix C. Materials such as the Self Development Computer by Ruelas, Associated, the Language Master by Bell & Howell, the Radmar Filmstrip Maker by Radmar, Incorporated, and the Sony Video Tape Recorder by Sony, seem to be the most commonly used by all centers for the development of instructional materials. The large list of seemingly "traditional" remedial reading materials testify to the adaptability of these materials to the teaching of reading for any student, vocational or non-vocational. Four of the vocational schools are located within the framework of a traditional high school. Dodge City, Coffeyville, Columbus and Atchison schools have such a situation with high school students enrolled in vocational exploratory programs on the 9th and 10th grade levels with three and six hour programs offered to 11th, 12th and post-secondary level students.

The instructional procedures employed by the various instructors were analyzed in terms of basal, individualized, language experience, related skill approach, tutorial and lecture. Of eight programs responding, 12.5% use the basal approach in the instruction of reading. Basal approach, defined, requires the use of a basal textbook. Further inquiry revealed this was done only occasionally with a few low ability students. Individualized instruction ranked 100% with all instructors using it at one time or another

with all of the students enrolled in the learning skills centers.

The language experience approach was used by 50% of the programs and considered highly successful by those using it. The rationale was that the language experience approach allowed for more involvement on the part of the student for the learning process. All instructors questioned volunteered high success in having the student develop part of his own remedial instruction.

The related skill approach requires instructors to utilize the motivational factor of the vocational program the student is enrolled in, and to create reading materials suitable to that of student needs. Teaching reading using the vocational textbook is highly challenging and requires varied procedures. The response to this question was that 100% of the programs use this approach.

The tutorial approach in which the instructor teaches one to one is used 63% of the time. One instructor qualified her response by limiting it "to a degree". In further questioning she stipulated that occasionally she had students tutoring one another on different units in automechanics. And that in her smaller classes she had worked one to one with several of her students.

Only one of the instructors utilized lecture methods. She did this at the request of other instructors. She had several units on study skills and content area mathematics that she went into the vocational content area classroom to present on a predetermined schedule.

Scheduling was the next area of concern. All of the skills centers have undergraduate students enrolled. Eighty-seven percent of these have graduate or post-secondary students enrolled. In determining the amount of time a basic skills instructor has a student per day, the following criteria were offered: less than 30 minutes a day, 30 minutes to one hour a day, one hour and, if longer, please state how long. Thirty-eight percent of the programs have their students less than 30 minutes a day. The 30 minute to one hour block seemed to be the most popular with 62.5%; only twenty-five percent of the skills centers have a full hour with their students. Twenty-five percent offered one-half to two hours instruction to students on a bi-weekly basis. These figures are significant when coupled with the fact that all centers listed student attendance as voluntary and only three listed attendance as involuntary or as required by their status with the high schools with which they were affiliated.

All centers offered instruction on a daily basis while only two offered student attendance on a daily, bi-weekly, and tri-weekly basis. At this point, I would like to criticize my evaluation instrument. I do not feel the question was clearly stated as it showed the most instructor confusion. Some of the remarks attached to it were, "some of each, some only when they have difficulties", "whenever needed", and "strictly voluntary as far as heads of departments are concerned". In summary, all remarks seemed to indicate an extremely flexible attitude toward student attendance, taking students whenever they needed it. Fifty percent of the pro-

grams offered instruction to classes and one hundred percent offered instruction to individuals and by referral method.

The next area of evaluation was testing. As all centers employ diagnostic-prescription instructional techniques, a survey of materials used could be helpful to other instructors. The following list of survey testing instruments was compiled.

SORT
GATB
Nelson-Denny A&B
California Reading Test
Cloze Procedure
Slosson Oral Reading Test
SRA Diagnostic Reading Test
(Survey Section)
Gates McGinitie Form E&F
Iowa Silent Reading Test Form E&F

Specific diagnostic tests in math, reading and writing used were:

Spache
Teacher made basic skill tests in syllabication, word analysis context clues, and main idea.
Informal Reading Inventory (taken from the SRA Manpower and Natural Resources Kit)
Informal Writing Sample
Reading Versatility Test (EDL)
McCullough Word Analysis
SRA-Computational Skills Survey Test (Math)
Informal Cloze Tests (taken from Vocational Textbooks)
Triggs DRT-A&B
Sullivan Programmed Math Placement Exam
Teacher made Phonics Check
EDL's Reading Eye Camera (used at three schools)
Audio Phonics Hearing Check

The instructors were authorized to list any other tests used in vocational skill areas. The following tests were submitted:

Bennet Mechanical Comprehension
Stanford Diagnostic Math Test

All instructors utilize observation as the most reliable source of information where students learning abilities are

concerned.

After visiting six of the centers, I observed that the instructors made extensive use of oral and written communications in administering "following directions" instruction. Most of their learning skills centers are designed to implement this necessary learning technique. Individualized learning packets are kept readily available for students' search and discovery. Their materials are mostly self-directional, giving students a sense of responsibility for their learning process. Vocational instructors have remarked that this technique seems the most similar to the actual shop practices where students are responsible for the location of tools, job sheets, resource books, specification manuals, and recording of time sheets. Considering the wide scope of courses taught at these schools, this is quite a compliment to the basic skills instructors adaptability.

The vocational training offered at these eight schools is listed in appendix D. They range in complexity from Air-Conditioning-Refrigeration to Farm and Ranch Management. The students enrolled in any of these courses are eligible for help in their learning skills centers.

In the next year, the State Department of Exemplary and Special Needs is establishing another learning skills center at the Kaw Valley Vocational-Technical School at Topeka. The Liberal Vocational-Technical School is enlarging the learning skills center by the addition of a second instructor. At this time the skills centers are serving the needs of over eleven hundred students across the state, and the prospects of aid-

ing even more in the upcoming years seems promising.*

In gratitude for their cooperation in compiling this research, I would like to include the names of the learning skills coordinator's and the schools with which they are affiliated.

Marie Randalls, Coordinator
Northeast Kansas AVTS
1501 Riley P.O. Box 277
Atchison, Kansas 66002

Pat Brookover, Coordinator
Southeast Kansas AVTS Adm. Center
6th & Roosevelt
Coffeyville, Kansas 67337

Angie Reed, Coordinator
Southwest Kansas AVTS
1000 Second P.O. Box 1324
Dodge City, Kansas 67801

John Messenger, Coordinator
Flint Hills AVTS
3301 W. 18th P.O. Box 1105
Emporia, Kansas 66801

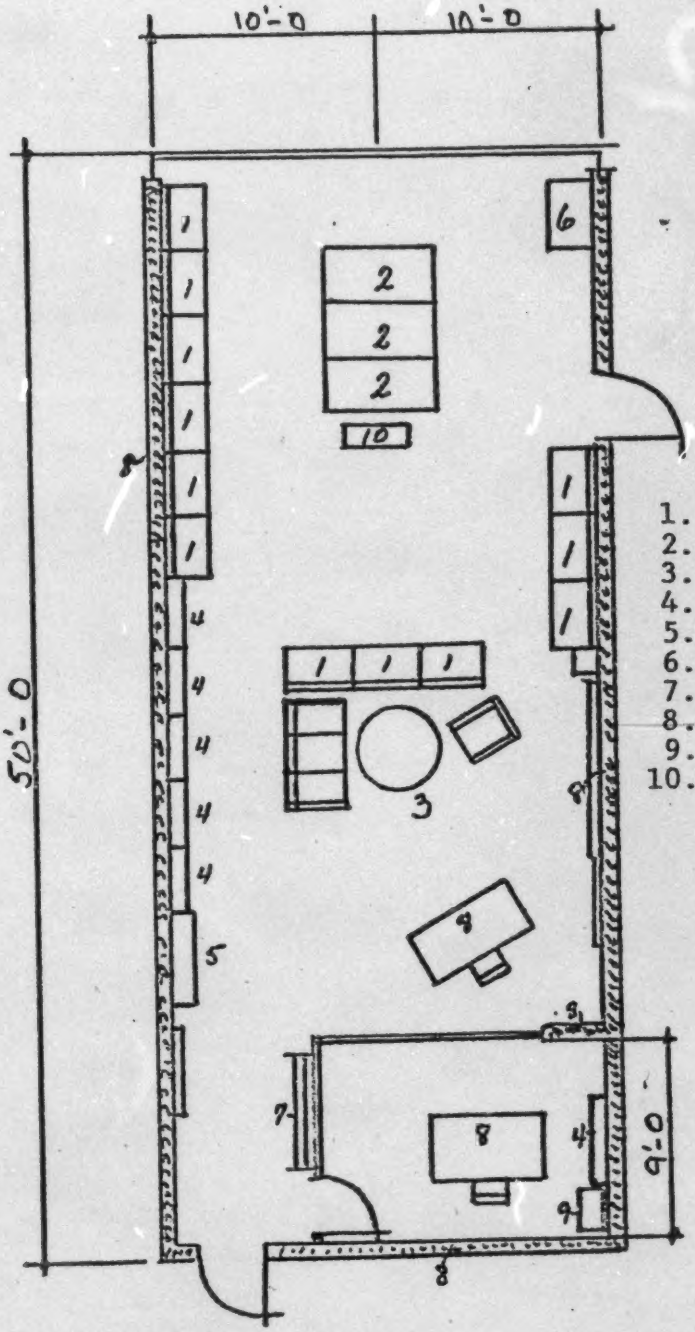
Mary Ogilvie, Coordinator
Northwest Kansas AVTS
1209 Harrison
Goodland, Kansas 67735

Linda Staiger, Coordinator
Liberal AVTS
P.O. Box 949
Liberal, Kansas 67901

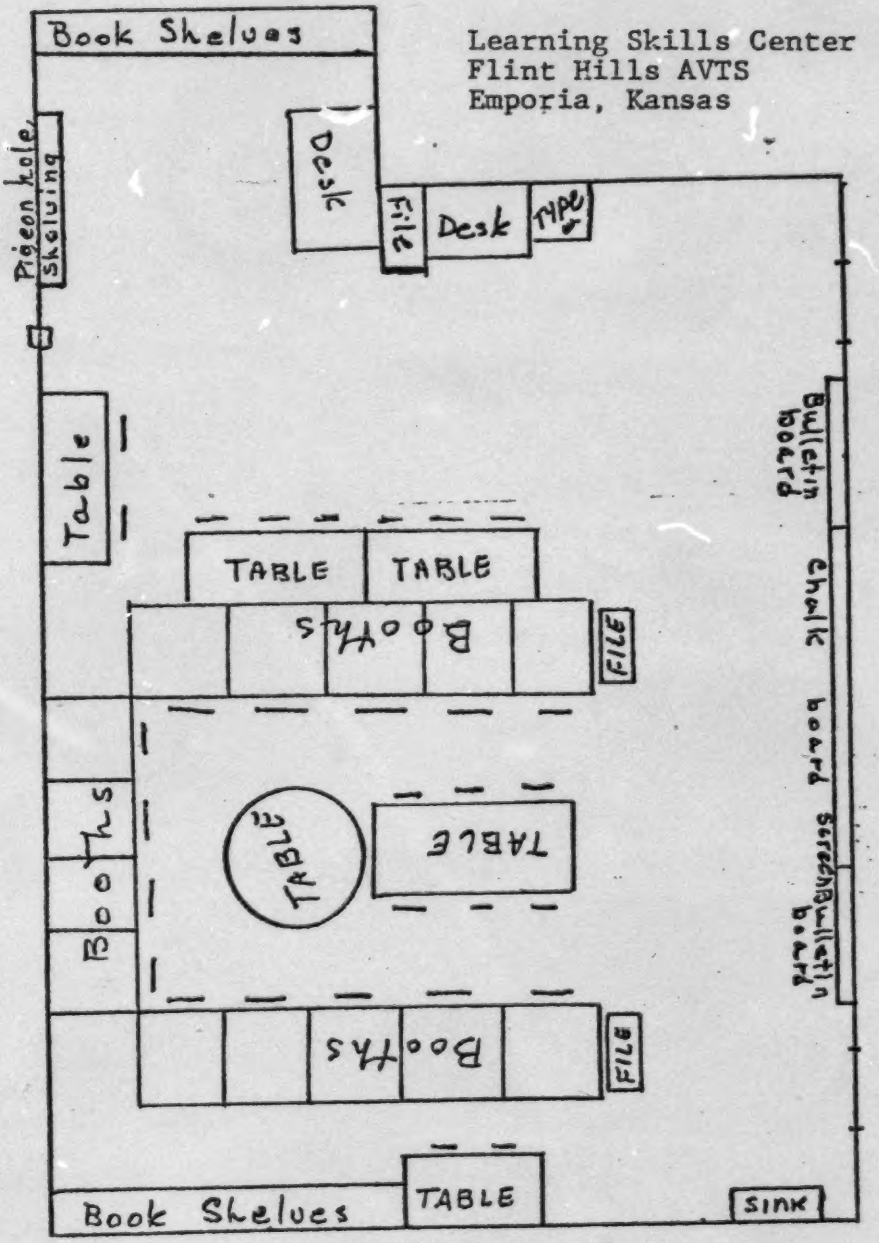
Mary Mills, Coordinator
Manhattan AVTS
3136 Dickens Avenue
Manhattan, Kansas 66502

* The data for this paper was compiled during the 1974-75 school year. In December of 1975, there were fourteen learning skills centers operating in the state of Kansas.

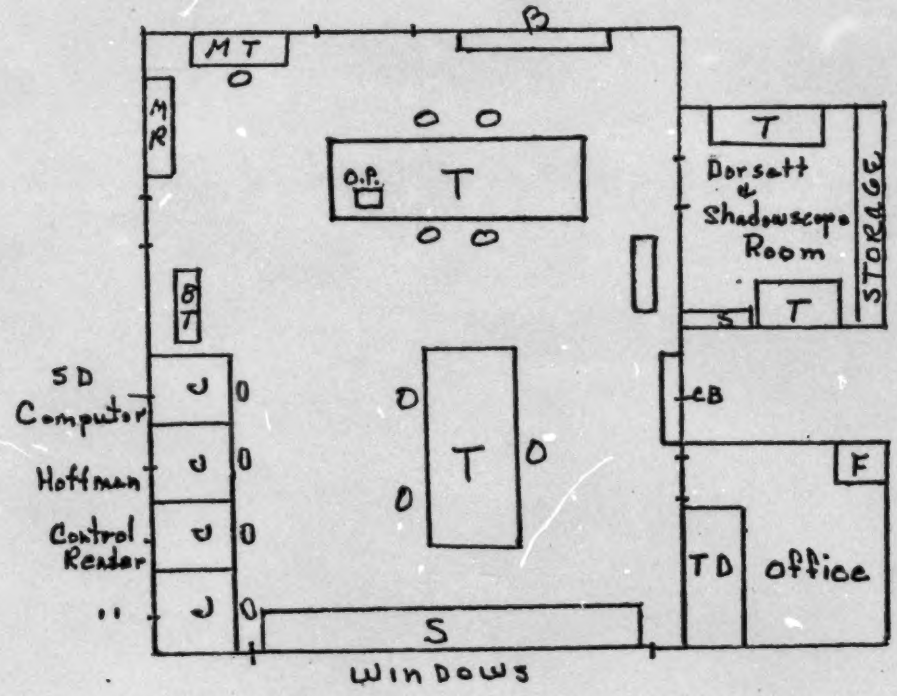
Learning Skills Center
Manhattan AVTS
Manhattan, Kansas



1. Study carrel
2. Conference table
3. Reading area
4. Book shelves
5. Magazine rack
6. Cabinet
7. Coat rack
8. Teacher desk
9. Typing area
10. Projector

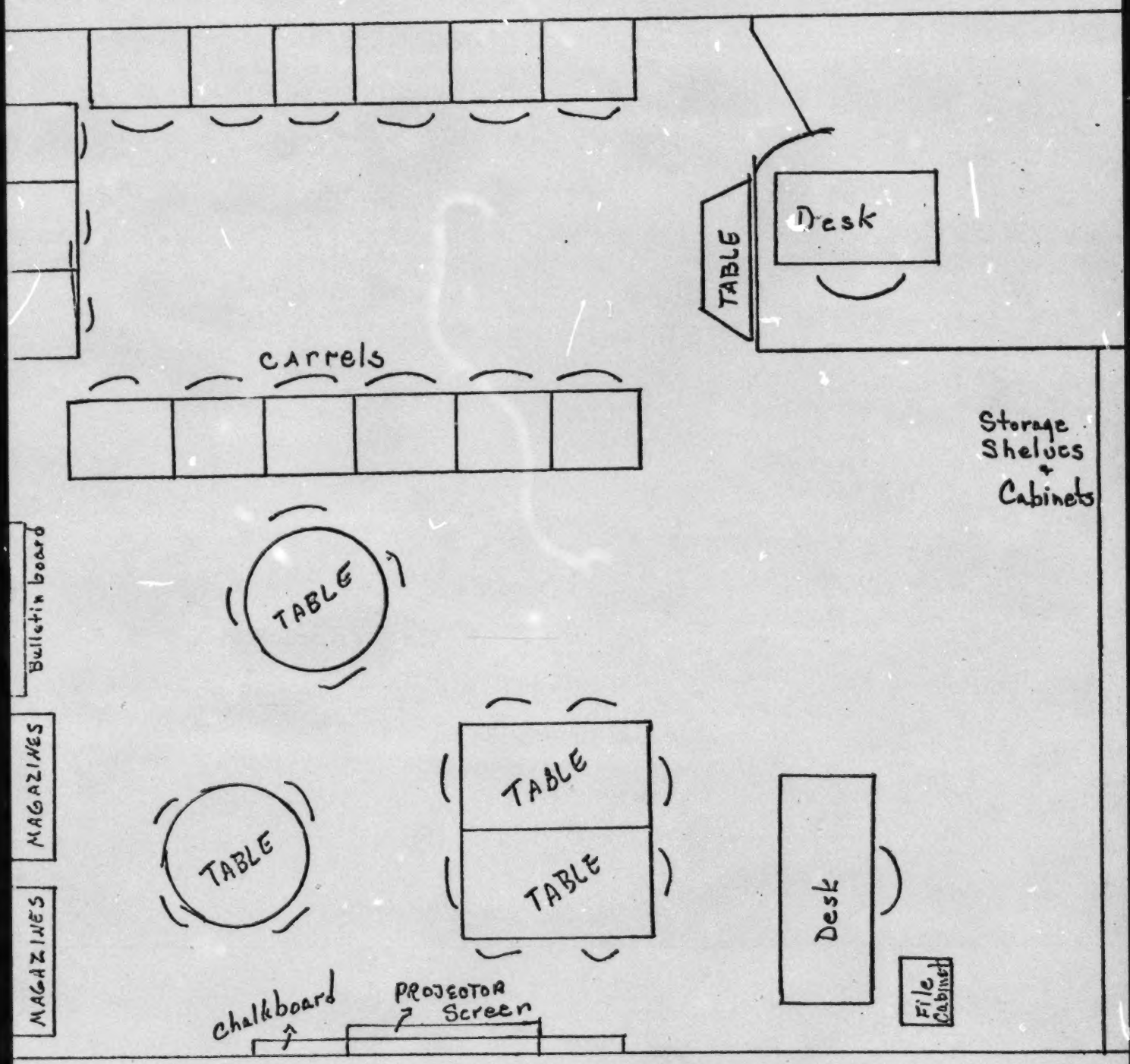

Learning Skills Center
Flint Hills AVTS
Emporia, Kansas
Book Shelves
Pigeon hole, shelving
Desk
File
Desk
Type
Table
Bulletin board
Chalk board
Screen/bulletin board
TABLE
TABLE
Books
FILE
Books
TABLE
TABLE
Books
FILE
Book Shelves
TABLE
SINK

Learning Skills Center
S.E.K. AVTS
Coffeyville Division
Coffeyville, Kansas

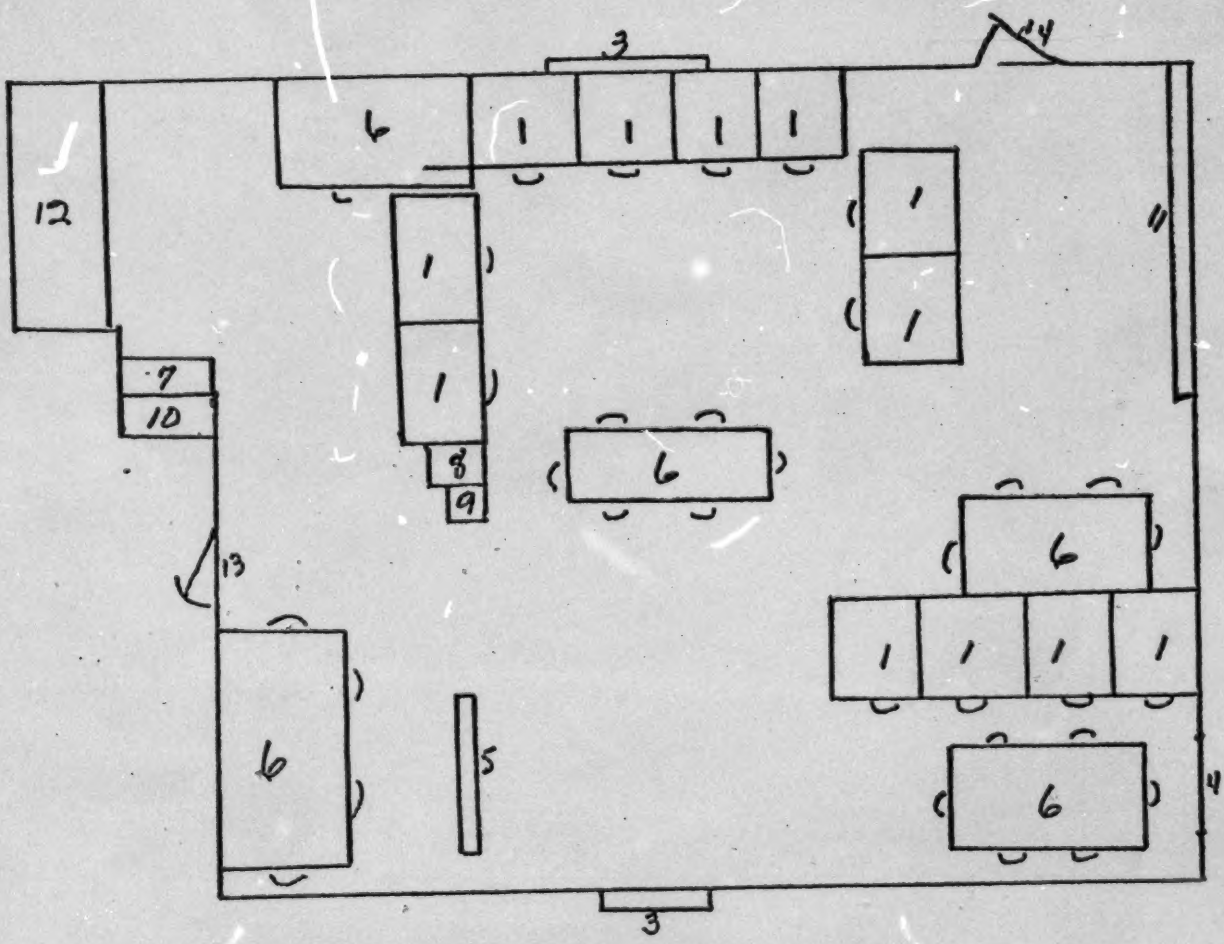


OP-Overhead projector
T-Table
S-Shelves
F-File cabinet
TD-Teacher's desk
B-Bulletin board
MR&MT-Magazine rack & table
BT-Book display table
C-Carrels
CB-Chalk board
MS-Moveable screen
O-Chairs

Learning Skills Center
Liberal AVTS
Liberal, Kansas

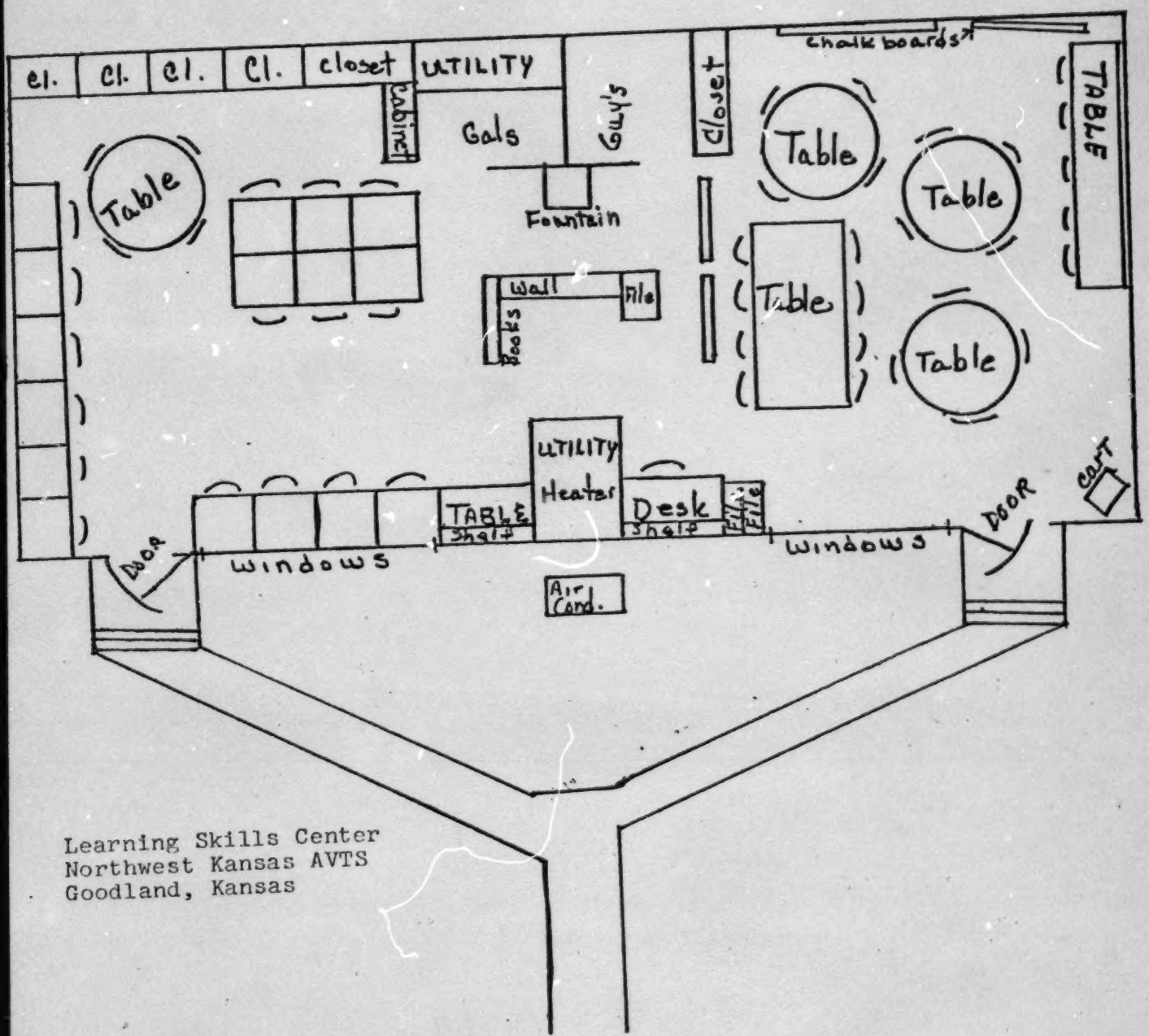


Learning Skills Center
N.E.K. AVTS
Atchison, Kansas

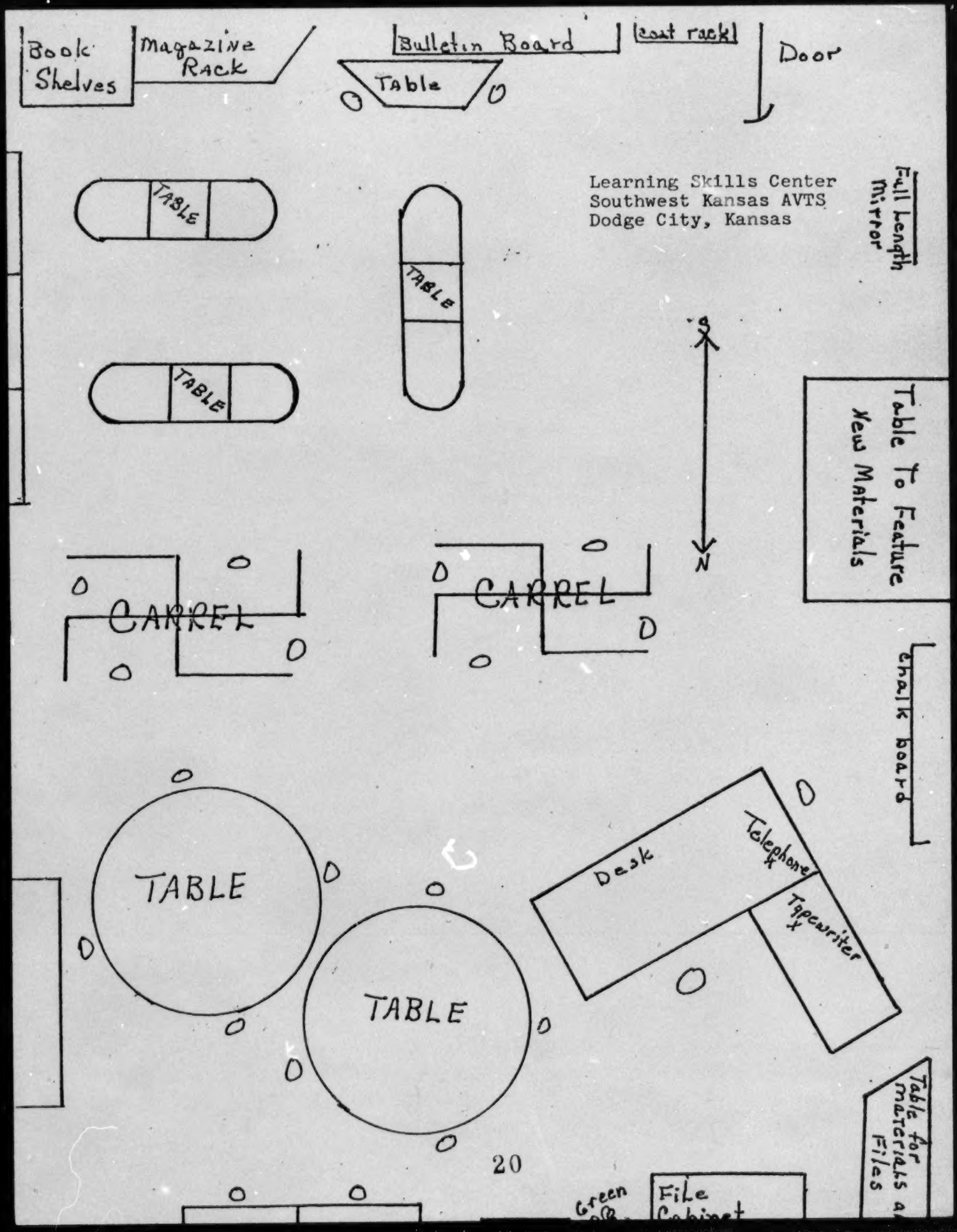


Legend:

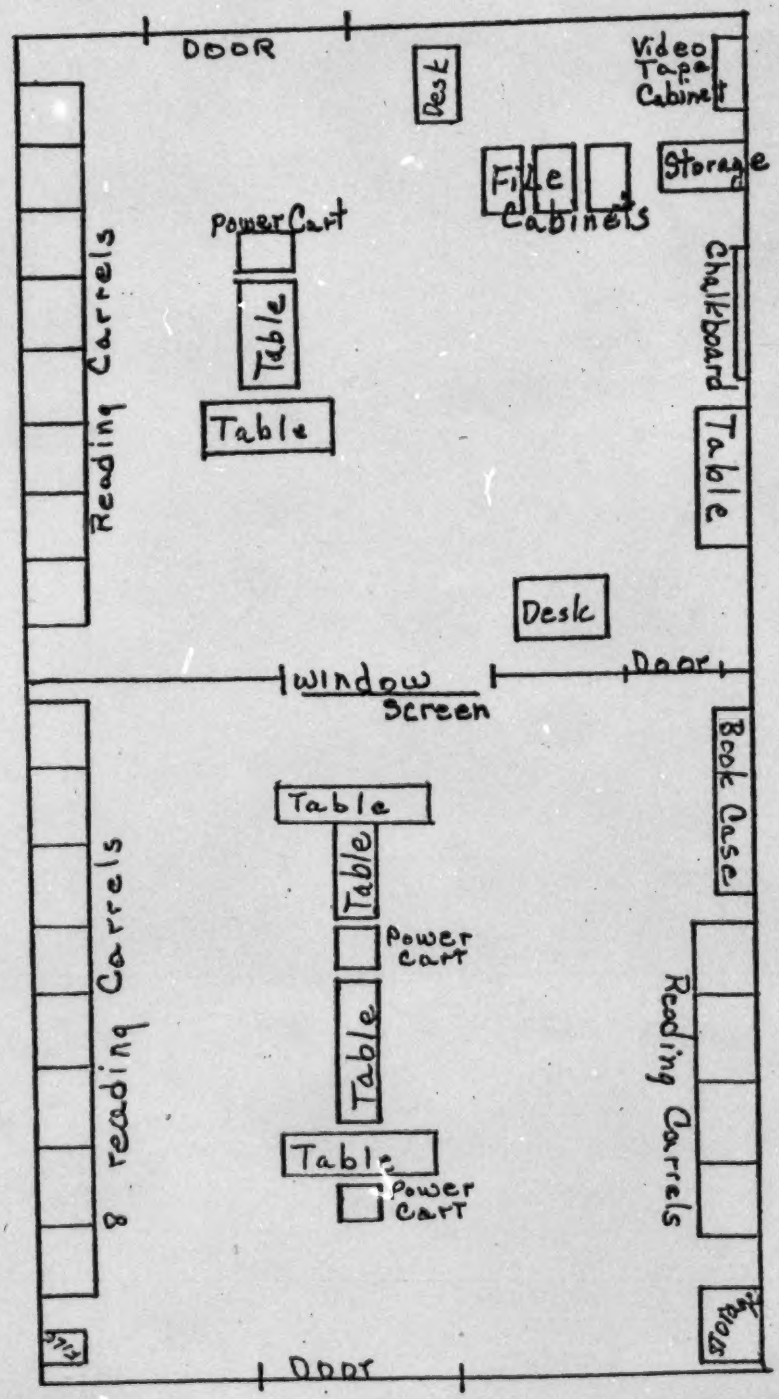
1. Individual booths
2. Chairs
3. Windows
4. Blackboard (Wall mounted)
5. Screen (Portable)
6. Tables
7. Typewriter
8. Film file
9. Pixmobile
10. Four drawer file
11. Magazine rack
12. Floor to ceiling storage closet
13. Door to rest rooms, furnace, math room
14. Door to exterior



Learning Skills Center
Northwest Kansas AVTS
Goodland, Kansas


Book Shelves
Magazine Rack
Bulletin Board
coat rack
Door
Table
Learning Skills Center
Southwest Kansas AVTS
Dodge City, Kansas
Full length Mirror
TABLE
TABLE
TABLE
S
N
Table To Feature New Materials
CARREL
CARREL
chalk board
TABLE
TABLE
Desk
Telephone
Typewriter
Table for materials & Files
File Cabinet

Learning Skills Center
S.E.K. AVTS
Columbus Division
Columbus, Kansas



PROPOSED EVALUATION SHEET OF EXISTING COMMUNICATION SKILLS PROGRAMS

1. PHYSICAL PLANT

   Please draw a floor plan including booth, tables, shelving, desks, blackboards, screens, windows, and doors.

2. Lighting (please check one)

   adequate ☐ fair ☐ poor ☐

3. Temperature Control

   adequate ☐ fair ☐ poor ☐

4. Storage Facilities

   Metal cabinets Shelves Separate facilities

5. Decor

	Yes	No
Carpeting		
Painted Walls		
Paneled		

6. Location

   Is Communication Skills Center located:

   In plant? ☐
   Outside plant? ☐
   Shared? ☐

II. MATERIALS AND EQUIPMENT (See list) Also, list any materials not on list that you recommend.

III. INSTRUCTIONAL PROCEDURES (Check one or more as appropriate)

1. Basal approach ☐
2. Individualized ☐
3. Language experience ☐
4. Related skill approach ☐
5. Tutorial ☐
6. Lecture ☐

IV. SCHEDULING

1. Student Classification

   a. graduate ☐
   b. undergraduate ☐

PROPOSED EVALUATION SHEET OF EXISTING COMMUNICATION SKILLS PROGRAMS

1. PHYSICAL PLANT

Please draw a floor plan including booth, tables, shelving, desks, blackboards, screens, windows, and doors.

2. Lighting (please check one)

adequate ☐ fair ☐ poor ☐

3. Temperature Control

adequate ☐ fair ☐ poor ☐

4. Storage Facilities

Metal cabinets Shelves Separate facilities

5. Decor

	Yes	No
Carpeting		
Painted Walls		
Paneled		

6. Location

Is Communication Skills Center located:

In plant? ☐
Outside plant? ☐
Shared? ☐

II. MATERIALS AND EQUIPMENT (See list) Also, list any materials not on list that you recommend.

III. INSTRUCTIONAL PROCEDURES (Check one or more as appropriate)

1. Basal approach ☐
2. Individualized ☐
3. Language experience ☐
4. Related skill approach ☐
5. Tutorial ☐
6. Lecture ☐

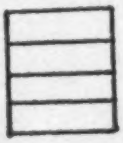
IV. SCHEDULING

1. Student Classification

a. graduate ☐
b. undergraduate ☐

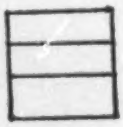
2. How long do you have an individual student a day?

a. less than 30 min. a day
b. 30 min. to one hour
c. one hour
d. more than one hour

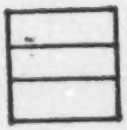


3. Is your student attendance:

voluntary
involuntary
tri-weekly

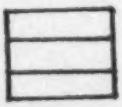


daily
bi-weekly
other



4. Is student attendance by:

class
individual
referral



V. TESTING MATERIALS USED

1. What type of survey testing instruments do you use?

2. What type of diagnostic testing do you use?

3. List any other tests used in vocational skill area.

VI. Please list what vocational programs are offered at your school.

EQUIPMENT

Cassette tape recorders (Panasonic)
Record player
Listening center (eight headsets and box)
Reel-to-reel recorder (Sony)
Skill-master (EDL)
Dorsett teaching machines (for filmstrips and records)
Overhead projector (Bell & Howell)
Calculator (Cannon)
Vacuum cleaner
Shadowscopes
Tachmatic reading trainer
EDL Tach-X controlled readers
EDL Flash-X
Hoffman reader and listening center
T-Matic 150 tachistoscopic projector
Mathiputer Computational Skill Trainer (for practice in) basic math
Mark 9
Dukane A-V projector
Cassette tape recorder 406B (Bell & Howell)
Self Development programs on vocational vocabulary, math, job preparation, and spelling
Wollensak 3m Cassette Duplicator
Viewlex projector
Singer A-V Matic II
Bell & Howell Film-O-Sound
Bell & Howell Tape recorder
Reading Eye Camera
3m Sound-on-Page Record/Play Unit
Language Master

MATERIALS

VOCATIONAL

Textbooks used in AVTS classes
Oxyacetylene welding series (Filmstrips & cassettes) ACI
Dorsett Series (Filmstrips & records)
- VR 1-16 Vocational Reading
- VR 1-16 Occupational Vocabulary
- L 1-4 Electronics
- KA 1-16 Auto Mechanics
- VM 1-16 Vocational Math
- FR 1-16 Refrigeration

Auto Mechanics Refresher Course (Tapes & workbooks)
Chek-Chart
LSC prepared materials
Dart projector (Cardinal)
Dart cartridges (Programs on auto mechanics, consumer education, machining, business machines)

JOB SURVIVAL

Unit on filling out forms, job applications, social security, applications, order blanks, etc.

Unit on how to take multiple choice tests

Job Survival Skills (cassettes, filmstrips, games, workbooks)
Singer

Hello World! A Careers Exploration Program, Field

STUDY SKILLS

Tips: To Improve Personal Study Skills, Delmar
Improving Study Skills (cassettes) Creative Filmstrips
Developing Your Study Skills (filmstrips/record) GA
Study Skills Transparencies, Creative Visuals
Using the Textbook Plan (workbooks) PDL
The Now Student, Jamestown Publishers
The Art of Studying, Permabound
Skills Tips, LSC (skillpacks)
How to Study (booklet)
Programmed Study Techniques (booklet)
Listen and Read, GH 12 (cassette tapes) EDL
Basic Communications Course, Series 2, Selecting a Trade
Basic Communications Course, Series 3, Full-time Employment
Blueprint Reading Course

MATH

Fractions, Multiplication, Division duplicator sheets
Continental Press
Dorsett VM 1-16
Refresher Mathematics, Allyn & Bacon
Practical Applications in Math, Allyn & Bacon
Basic Essentials of Mathematics, Steck & Vaughn
Plan General Math Individualized Course Kit, Westinghouse
Fraction Mastery Sets 1&2, Language Master
Flash Cards
Instructor's copy of Practical Applications in Mathematics

READING SPEED

Rate Builders SRA 3a
Unit on Gaining Reading Speed (LSC skillpacks)
Learn to Rapid Read, Ben Johnson ITT (paperback)

READING COMPREHENSION

The Reading Line: (3) Vocational-Technical, (1) Business
(1) Math, Polaske
Reading lab 3A, SRA
Reading for Understanding Lab, SRA
ORA Levels 1,2 (Tach 500 films, 5 books each)
Purdue Levels 1,2 (Tach 500 filsm, 5 books each)
Radio Reading (cassettes & essays) Psychotechnics
Selections from the Blank (olive, brown) Jamestown Publishers
Voices from the Bottom (olive) Jamestown Publishers
Action Library 3&4 (easy to read, interesting stories) Scholastic
Design for Good Reading Level I RD-29
Design for Good Reading Level II RD-30
Purdue Reading Series Level I RD-51
Purdue Reading Series Level II RD-52
Purdue Reading Series Level III RD-53
ORA Level I RD-41
ORA Level II RD-42
ORA Level III RD-43
Visual Perception RR-1
Visual Perception PT-1&2
Basic Sight Words RR-3
Words and Phrases VC-3,4&6
Words and Phrases VC-5 (Gr. 5) for T-Matic projector
Primary Numbers VT-2
Spelling SD 3&5
Filmed Reading Lessons RD-16&17
Gross Forms VT-1
Story Sets: CA, EA, IJ, KL, MN
Tach-X Basic Accuracy DEF
Study Guide: MN (Y,W)
Study Guide: IJ (W,X,Y,Z)
Study Guide: KL (W,Z)

Reading Comprehension-Continued

EDL Flash-X Sets:
- X-27 Vocabulary Level G
- X-28 Level H
- X-29 Level I
- X-32 Level L
- X- 9 Advanced Set

Hoffman Reader and Listening Center
- Reading Study Units:
  - 100 (50-59) Purple
  - 100 (60-69) Green
  - 101 (50-59) Blue
  - 101 (60-69) Green
  - 102 (30-39) Ping
  - 102 (50-59) Aqua
  - 102 (60-69) Light Blue

SPECIFIC READING SKILLS

Tactics, A,B,1,2,3 Scott, Foresman
Skill Tips Units, LSC
Specific Skills, Barnell; Loft
How to Read Better I,II Steck, Vaughn

GENERAL ALL PURPOSE

Paperbacks, from Peanuts to consumer hints to best sellers
Autoworld-Permabound Peterson
Magazines, all kinds
Newspapers
Webster's Dictionary
Posters, Argus
Do-It-Yourself Encyclopedia, Popular Mechanics
Rheem califone (Record player)
Royal Electric Typewriter
Victor calculator
Overhead projector and projection screen
Set 1970 Americana Encyclopedia
B/W T.V. and cart
Califone AV80 cassette tape recorder

VOCABULARY

Dorsett VZ 1-16 Occupational Vocabulary
Six Weeks to Words of Power, Funk (paperback)
Word Clues Workbooks G through L, EDL
SRA 3a Reading Lab
Language Master blank cards for teacher-made materials
Target Orange Vocabulary Development Kit #2, Field

PHONICS

Relevance of Sound Kit, Westinghouse

SKIMMING

Skimming and Scanning Workbooks & Textbooks
Unit on Paperback Skimming
EDL Skimmer

TESTING

Reading Efficiency Checks, GH, IJ, KL
Reading Versatility Tests, A, B
Read Test
Tactics A
Slosson Oral Reading Test
Informal Math Inventory
RFU Placement Test
Nelson-Denny Reading Test
Word Clue

LISTENING

Listen and Read, GHI Album 2 (cassette tapes) EDL
Oral Communication-Talking and Listening (workbooks, filmstrips, tapes)

SPELLING

Six Minutes a Day to Perfect Spelling, Shefter
Discovery Spelling Principles (Tach 500 and booklets)
Psychotechnics
Refresher Spelling, Allyn & Bacon
Relevance of Words, Westinghouse
Modern Approach to Business Spelling, ITT
Spelling Principles Level I
Spelling Word List (Gr.4)
SPelling Word Lish (Gr.6)

WRITING

Everyday Reading and Writing, New Readers Press
A Course on Confusion: An Individualized Approach to Clear Writing, Westinghouse
English Essentials Refresher Course, Steck-Vaughn
Short Cuts to Effective English, Shefter (paperback)
How to Write, Speak, and Think More Effectively, Flesch (paperback)

ADULT LOW LEVEL

Be Informed Series (units on credit, taxes, banking, etc.) New Readers Press
Countdown (reading and study skills-cartoon approach) Scholastic
Adult Reader (language experience approach) Steck, Vaughn

Vocational Programs Offered

COFFEYVILLE

Agriculture

Auto Mechanics

Machine Shop

Drafting

T & I

Distributive Education

Farm & Ranch

MANHATTAN

Air Conditioning & Refrigeration

Auto Mechanics

Building Trades

Learning Skills Lab

Communications Specialist and Placement

Adjustment Coordinator

Co-op Industrial Training

Data Processing

Distributive Education

Drafting Technology

Electric Power and Distribution

Office Education

Welding and Marine Mechanics

Practical Nursing

Printing

MDTA Project Transition

Data Processing Production

NEKA VO-TECH ATCHISON

Auto Body & Fender Repair

Auto Mechanics

Licensed Practical Nurse

Litho-Printing

Building Trades

Drafting (Also some Commercial Art)

Industrial Electricity

Office Education

Quanitatine Food Preparation

Tele-Processing

Welding

COLUMBUS

Auto Mechanics

Electronics

Office Education

Vocational Agriculture

Machine Shop

Graphic Arts

Distributive Education

Food Services

Clothing Services

EMPORIA

Vo-Ag & Farm and Ranch Management

Electronics

Machine Tooling

Welding

Auto Mechanics

Graphic Arts

Dental Assisting

LPN (Nursing)

Distributive Education

Building Trades

Office Occupations

DODGE CITY

Auto Mechanics

Power Mechanics

Metals

Vocational Agriculture

Welding

Machine Technology

Electricity

Radio-TV Repair

Truck Driving

Distributive Education

Office Education

Home Economics

Cosmetology

In cooperation with Dodge City Community College:

Distributive Education

Fashion Merchandising

Secretarial Technology

Licensed Practical Nursing

Agriculture Technology

N.W.A.V.T.S.

Auto Body

Auto Mechanics

Carpentry

Communications Technology

Cosmetology

Data Processing

Electricity-Electronics

Farm and Diesel

Office Practice

Drafting

Plumbing

LIBERAL

Instrumentation Technology

Electronic Communication Technology

Office Occupations

Medical Assistant

Agri-Science Technology

Air-Conditioning & Refrigeration

Welding

Automotive Machine Shop

Auto Mechanics

Diesel Mechanics

Drafting

Carpentry

Bricklaying